

Dr Susan Brookhart

Dr Susan M Brookhart is a consultant, author and speaker. Her interests include the role of formative and summative classroom assessment in student achievement and the connection between classroom and large-scale assessment. A former primary and middle school teacher, Susan was a faculty member at Duquesne University from 1989 to 2003. She continues to serve as senior research associate at the Center for Advancing the Study of Teaching and Learning at Duquesne. Susan has been a columnist for Phi Kappa Phi's National Forum journal and editor of Educational Measurement: Issues and Practice.



APPEARING AT

MELBOURNE

All sessions for this conference are 2 hours in length

THURSDAY 18 MAY 2017

How to Develop and Use Success Criteria For Learning - Part 1

THURSDAY 18 MAY 2017

How to Develop and Use Success Criteria For Learning - Part 2

THURSDAY 18 MAY 2017

Assessing Higher-Order Thinking Skills and What to Do About It

FRIDAY 19 MAY 2017

Learning Targets: Helping Students Aim for Understanding - Part 1

FRIDAY 19 MAY 2017

Learning Targets: Helping Students Aim for Understanding - Part 2

FRIDAY 19 MAY 2017

How to Design Questions to Assess Student Thinking

SATURDAY 20 MAY 2017

Student Self-Assessment and Goal Setting

SATURDAY 20 MAY 2017

Feedback that Feeds Forward - Part 1

SATURDAY 20 MAY 2017

Feedback that Feeds Forward - Part 2

THURSDAY 18 MAY

SESSION 1: 8.30AM - 10.30AM & SESSION 2: 11.00AM - 1.00PM

How to Develop and Use Success Criteria For Learning, Part 1 & 2

Rubrics are coherent sets of criteria for students' work that include descriptions of levels of performance quality on the criteria. As such, they are an excellent means for connecting formative assessment and summative assessment (grading). Participants will gain a deeper understanding of how to develop success criteria which can be used effectively for the dual purposes of enhancing student learning and informing reporting decisions.

SESSION 3: 2.00PM - 4.00PM

Assessing Higher-Order Thinking Skills and What to Do About It

Goals for student learning typically require students to not only understand a body of knowledge but also be able to use it in some way. Participants will develop skills in designing questions and tasks that require students to use Higher-Order Thinking. Participants will use a framework to vary three aspects of a task – cognitive level, task structure, and difficulty – in order to assess intended knowledge and skills precisely.

FRIDAY 19 MAY

SESSION 1: 8.30AM - 10.30AM & SESSION 2: 11.00AM - 1.00PM

Learning Targets: Helping Students Aim for Understanding, Part 1 & 2

The first thing students need to know is what it is that they are supposed to be learning. Sharing Learning Targets and criteria for success is the fundamental formative assessment method, upon which all the others depend. Learning Targets are often characterised as simply instructional objectives in student-friendly language. This is not true! A Learning Target is only a target if students are aiming for it, and a Learning Target is tied to what students actually do in an individual lesson. Participants in this two-part session will discover strategies for helping students answer the question "What am I supposed to be learning?"

SESSION 3: 2.00PM - 4.00PM

How to Design Questions to Assess Student Thinking

The most helpful formative assessment relies on evidence of the quality of student thinking, as opposed to evidence of some amount of achievement as in a percentage-correct score on an assessment. In other words, "how well" do students think, not "how much". Participants will learn how to write open questions that elicit evidence of student thinking and how to interpret student answers in terms of what they are thinking, not just their degree of correctness.

SESSION 1: 8.30AM - 10.30AM

Student Self-Assessment and Goal Setting

A goal is something a student intends to learn – not a general wish for the future or a resolution to study harder. Effective teachers help their students set “just right” goals, at the appropriate level of difficulty and specificity for each student. Participants in this session will discover strategies for helping students answer the question, “Where do I want my learning to go?” and analyse examples.

SESSION 2: 11.00AM - 1.00PM & SESSION 3: 2.00PM - 4.00PM

Feedback That Feeds Forward, Part 1 & 2

Feedback is only effective if it is a catalyst for change in student learning. Effective Feedback is timely, descriptive and specific to both the work and the student's needs. In Effective Feedback episodes, both the teacher and student learn something. Effective Feedback is coupled with immediate opportunities for students to use it. Participants in this session will analyse examples of feedback and learn feedback strategies that help students answer the question, “Where am I now, and what do I do next?”

RESOURCES

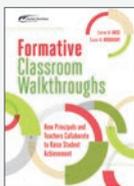


Performance Assessment

Susan Brookhart • 9781760016081

In Performance Assessment: Showing What Students Know and Can Do, Susan M. Brookhart, PhD, shares her expertise on the topic of classroom performance assessment, bringing together practical, research-based information to deepen educators' understanding of what performance assessment is and what purpose it serves, designing performance tasks to teach and assess learning and using rubrics to support formative and summative assessment.

LSM6081 • \$35.95

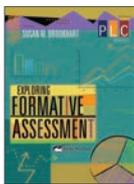


Formative Classroom Walkthroughs

Connie Moss, Susan Brookhart • 9781760015527

Revolutionise the walkthrough to focus on the endgame of teaching: student learning. Connie M. Moss and Susan M. Brookhart present the proven practice of formative walkthroughs that ask and answer questions that are specific to what the student is learning and doing.

115003 • \$35.95

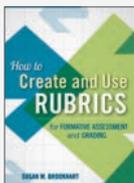


Exploring Formative Assessment (The Professional Learning Community Series)

Susan Brookhart • 9781742392851

Use this handy guide to get your Professional Learning Community (PLC) engaged, energised and ready to implement differentiated instruction. Everything you need to organise and run your PLC - including agendas, schedules, handouts, and background readings - is included. With enough materials for seven sessions in total, you can focus your PLC on all of the critical issues related to differentiated instruction.

109038 • \$19.95



How to Create and Use Rubrics for Formative Assessment and Grading

Susan Brookhart • 9781743307731

In this comprehensive guide, the author identifies two essential components of effective rubrics: (1) criteria that relate to the learning (not the “tasks”) students are being asked to demonstrate and (2) clear descriptions of performance across a continuum of quality. She also

outlines the difference between various kinds of rubrics.

112001 • \$29.95

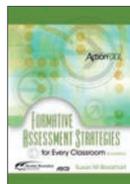


How To Design Questions And Tasks To Assess Student Thinking

Susan Brookhart • 9781760014056

With new standards emphasising higher-order thinking skills, students will have to demonstrate their ability to do far more than simply remember facts and procedures. But what's the best way for teachers to ensure that students have such skills? In this highly accessible guide, author Susan M. Brookhart shows how to do just that, by providing specific guidelines for designing targeted questions and tasks.

114014 • \$27.95

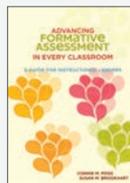


Formative Assessment Strategies for Every Classroom: An ASCD Action Tool

Susan Brookhart • 9781742397948

This second edition of the best-selling Action Tool gives you more than 60 tools - with tips and implementation steps - for creating and using formative assessments in every year level and subject. Teacher Tools make it easier for teachers. Plus, a series of Student Tools help teach formative assessment strategies that students can use after receiving an assignment, during instruction, while completing work, and before or after a summative assessment.

111005 • \$69.00



Advancing Formative Assessment in Every Classroom

Connie Moss, Susan Brookhart • 9781742396439

Making formative assessment the norm in every classroom throughout your school is much easier when you have this book's clear guidelines and simple steps. Using examples from their extensive work with teachers, the authors give you the strategic talking points, conversation starters, and ready-made tools.

109031 • \$32.95

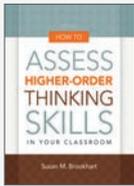


Learning Targets: Helping Students Aim for Understanding in Today's Lesson

Connie Moss, Susan Brookhart • 9781760018856

In Learning Targets, Connie M. Moss and Susan M. Brookhart contend that improving student learning and achievement happens in the immediacy of 'today's lesson' - or it doesn't happen at all. The key to making today's lesson meaningful? Learning targets.

112002 • \$35.95

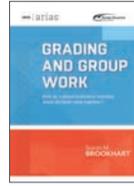


How to Assess Higher-Order Thinking Skills in Your Classroom

Susan Brookhart • 9781742399331

In this book, assessment expert Susan M. Brookhart brings you up to speed on how to develop and use test questions and other assessments that reveal how well your students can analyse, reason, solve problems and think creatively.

109111 • \$25.95



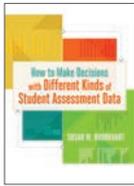
ASCD Arias Publication: Grading and Group Work

Susan Brookhart • 9781760011192

In this book, assessment expert Susan M. Brookhart offers practical advice, strategies and examples to help teachers understand the following: what the differences are between group projects and cooperative learning; how to assess and report on (but not grade) learning skills and group interaction

skills; how to assess and grade individual achievement of learning goals after group projects and more.

SF113073 • \$15.00



How to Make Decisions with Different Kinds of Student Assessment Data

Susan Brookhart • 9781760019549

Susan M. Brookhart helps teachers and administrators understand the critical elements and nuances of assessment data and how that information can best be used to inform improvement efforts in the school or district. Readers will learn what different kinds of

data can - and cannot - tell us about student learning.

116003 • \$35.95



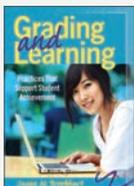
How to Give Effective Feedback to Your Students, Second Edition

Susan Brookhart • 9781760562892

This updated and expanded second edition offers enhanced guidance and three lenses for considering the effectiveness of feedback: (1) does it conform to the research, (2) does it offer an episode of learning for the student and teacher and (3) does the student use the feedback to extend learning? In addition,

the book is replete with examples of good and bad feedback as well as rubrics that you can use to construct feedback tailored to different learners, including successful students, struggling students and EAL/D learners.

116066 • \$35.95



Grading and Learning: Practices That Support Student Achievement

Susan Brookhart • 9781742392271

Author Susan M. Brookhart provides a relatable, relevant resource to improve F-12 assessment and reporting processes and support all students' motivation to learn. Following two straightforward principles: (1) grades should reflect student achievement of intended learning outcomes and (2) grading policies should support and motivate student effort and learning. The premise of this book is the implicit promise or commitment teachers make to their students: in my class, in this school, all students can learn. Students won't all learn the same things at the same level of proficiency or in the same amount of time, but if students are in school, they are there to learn something.

SOT2271 • \$27.95

Quick Reference Guides



Rubrics for Formative Assessment and Grading (Quick Reference Guide)

Susan Brookhart • 9781760562199

Based on Susan Brookhart's book on rubrics, How to Create and Use Rubrics for Formative Assessment and Grading, this quick reference guide offers advice on designing, selecting and using rubrics to assess student work and help them assess their own progress.

QRG117045 • \$19.95



Giving Students Effective Feedback (Quick Reference Guide)

Susan Brookhart • 9781760562182

Feedback is one of the most important variables affecting student learning. Learn how and when to provide effective feedback that helps students see where they are going, where they are now and where they should go next in their learning.

QRG116087 • \$19.95



Performance Assessment Quick Reference Guide

Susan Brookhart • 9781742397375

Based on Susan M. Brookhart's popular new book, Performance Assessment: Showing What Students Know and Can Do, this six-page quick reference guide gives teachers at-a-glance information on learning outcomes that are well suited to performance assessment and incorporating performance assessment into instructional planning.

LSM7375 • \$15.00